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AUTHOR Borgers, Sherry B., Comp.; Ward, G. Robert, Comp.
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ABSTRACT

This module is designed to provide practice in listening effectively and in responding to messages sent by another. The module is divided into two sets of activities, the first is the formation of a triad enabling the student to investigate the following: do you listen, listening and the unrelated response, incomplete listening, listening for truth, and listening to another. The second category permits the student to work individually on listening and response styles. Worksheets are provided. (MJM)

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I, M 304

Competency-Based Teacher Education

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Washington, D.C. ★

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AFFECTIVE

4.0

Communication: Listening and Responding

Compiled by:

Sherry B. Borgers

G. Robert Ward

University of Houston

With materials from An Introduction to Therapeutic Counseling, E.H. Porter, Jr.

AFFECTIVE 4

I. IDENTIFIERS:

A. Module Name:

Communication: Listening and Responding

B. Compiled by:

1. Sherry B. Borgers

2. G. Robert Ward

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C. Area:

Affective

D. Number:

4

II. PROSPECTUS:

A. Rationale:

A basic interpersonal skill is the skill of effective communication. Crucial to effective communication are listening and responding.

B. Purpose:

This module is designed to provide practice in listening effectively and in responding to messages sent by another.

C. Overview of Modulule:

1. Form a triad; decide who is A, B, and C, and participate in the following activities:

a. Do You Listen,

b. Listening and the Unrelated Response,

c. Incomplete Listening,

d. Listening for Truth, and

e. Listening to Another.

2. Work individually on Listening and Response Styles.

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a. Respond to statements; use Part I of answer sheet.

b. Read description of types of responses.

c. Classify the response to the statements according to the five types.

d. Examine your response pattern.

e. Write responses for the statements.

3. Submit answer sheet to the instructor.

D. Terminal Objective:

Upon completion of this module you will have participated in activities designed to provide practice in listening and in responding to others. You will be able to classify responses according to whether they are evaluative, interpretive, supportive, probing, or understanding.

E. How to Complete Module:

Form a group of three, and complete all activities except the final activity which is an individual exercise.

III. PREREQUISITES:

None

IV. ENABLING OBJECTIVES:

None

V. PRE-ASSESSMENT:

None

VI. ACTIVITIES:

A. General Instructions:

These activities provide an opportunity for you to improve your communication skills. These activities may be used or misused, depending on you. If you do not invest yourself, you will get little from the

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activities. Whether the activities have meaning or become just another task depends on you. Remember--what you gain from these activities depends on how much you put into them.

> If you have questions, if you have concerns, or if a particular task seems to be difficult for you, please contact the instructor. Remember to complete the module as honestly as possible so that you can gain the maximum benefit from the suggested activities.

B. Specific Activities:

4.1 Form a triad. Decide who is A, B, and C, and participate in the following activities:

a. Do You Listen:

A, begin expressing your feelings about a controversial issue. B, imagine a scene taking place beyond A; look right through A and concentrate on the scene beyond. C, listen to A; however, while listening start thinking about how you would like to answer A.

After three minutes, each of you share your feelings about this experience. You may wish to consider these questions.

1. Is this what frequently happens in conversations?
2. What meaning does this have for a classroom?

b. Listening and The Unrelated Response:

A and B, choose a topic and begin a five minute discussion. C, you are to discuss the same topic, but what you say must not be related to what A and B say. Pretend that you do not

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hear them. If they ask a question, respond in an unrelated manner.

After five minutes, discuss. You may wish to consider these questions.

1. How did it feel to have someone who ignored what was being said?
2. How did it feel to ignore something said by another?
3. How does this type of response affect a conversation?
4. How does this happen in the classroom?

c. Incomplete Listening:

A and C, choose a topic and begin a five minute discussion. B, listen to what is being said but only to use it as a way to introduce your thoughts into the conversation. Use a small part of what is said in order to change the discussion to something which is interesting to you.

When finished discuss how each of you felt. You may wish to consider these questions.

1. Do people really listen?
2. How does listening affect conversation?
3. How does this type of listening operate in the classroom?

d. Listening for Truth:

A, make one true and one false statement about yourself. B and C, you must decide which statement is true and which is false. After B and C decide, A reveals which was true and which was false. Then move to persons B and C until each has had a turn. When finished share your feelings

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about this activity.

e. Listening to Another:

Agree on a topic that you wish to discuss for the next ten minutes. There is only one rule for this discussion: you can only give your thoughts after you have restated what the person before you said. You must listen to the preceding person and restate his thoughts or feelings before you speak.

After five minutes, discuss. You may wish to consider these questions.

1. Was this difficult? If so, why?
2. What was your reaction to restating another's thoughts and feelings?
3. Did you have difficulty thinking about your response and listening at the same time?

4.2 Listening and Response Styles*:

a. For this exercise you will work individually. Use Part I of the answer sheet; see Appendix A for the answer sheet. Read each of the statements. Circle the response that is closest to what you would say to the person if you were attempting to build a good relationship with him.

1. Female Student. "I can't stand that teacher. I hate her! There is no reason for it since she is nice to me, but I despise her. I know it is wrong, and it really does bother me."

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* This activity was adapted from: E.H. Porter, Jr., An Introduction to Therapeutic Counseling. Boston: Houghton Mifflin Company, 1950.

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(a) I understand that you feel guilty about hating someone, especially since you do not know why you hate her. Also, you look at only the hate. It may be that you also like her, and this is part of the guilt.

(b) There have been times when I have felt the same way. It is not all that unusual. If you wait awhile, maybe it will all work out.

(c) You really should try to work this out. A good relationship with teachers is important. You do not want to let this situation continue.

(d) It worries you that you hate your teacher, and you feel guilty for hating her.

(e) Let's talk about this. Tell me more about your relationship with this teacher. Does she prevent you from doing something you would like to do? Can you think of anything that she does?

2. Female Student. "I have the strangest feeling. If anything good happens to me, I just don't believe it. I pretend it never happened. I am bothered by this. For weeks I wanted to be in the play. Then the director chose me for the part--I just couldn't believe it. I was scared, and finally I decided not to be in the play."

(a) You have to grow up and face situations. Everyone gets scared at some time.

(b) It just does not seem believable when something good happens to you.

(c) You have probably denied to yourself that anything good could happen to you, and when it does it seems unbelievable.

(d) Does this happen all of the time or

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is it associated with only this one area of your life? What do you mean when you say, "if anything good happens to me"?

(e) I really don't think you need to worry about it. It is not a big thing. Let's see if we can find out more about it.

3. Male Student. "I'm determined to win a scholarship. It doesn't matter how hard I have to work. I don't care whom or what I have to overcome. I won't be satisfied unless I win a scholarship. I have to be somebody."

(a) You really are an ambitious person, aren't you?

(b) You feel that you have to win, no matter what you have to do.

(c) Have you thought about what is behind your determination to win a scholarship?

(d) Your drive will help you to win a scholarship. Would you like to take some tests to determine in what areas you are the strongest? They might help you to channel your effort to the areas where you will do the best.

(e) Ambition and drive can be real assets. However, are you sure that you do not care who or what gets in your way? If you hurt others, could this not turn out to be a real problem for you?

4. Female Student. "I've been in this school almost a semester, and I still don't know anyone. I just can't make friends. I try to be nice, but I freeze. Then I tell myself I don't really care about people and people are no good. Sometimes I almost believe I really don't want any friends."

(a) Why don't we arrange for you to join one of the service clubs here in school?

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Quite a few students who have a hard time getting to know people do this. It gives you a chance to be involved in activities, and at the same time you can slowly get to know others. Does that sound O.K. to you?

(b) Maybe you can tell me a little about how you try to make friends; then we can get a better idea of what is happening.

(c) At this point, you almost believe you don't want friends. Is this right?

(d) Is it possible that your not wanting friends is a way of hiding from yourself?

(e) Not having friends is unpleasant. If I were you, I'd make some friends. There are lots of things that you can learn. Why don't you get started?

5. Male Student. "I'm in trouble! I've been dating this girl, and I know she really likes me. I also know that I'm not good enough for her. I have a drug record, and she doesn't know about it. I can't just keep on dating her without telling her. I'm just plain no good."

(a) Well, it is unfair to just keep dating her and then to have her find out about your drug record. Shouldn't you tell her about it now?

(b) You're afraid to tell her about your record because she might no longer accept you.

(c) Can you tell me some of the reasons that you think she wouldn't be able to accept you if she knew about your drug record?

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(d) Is it possible that you can have her talk to me or someone else about this? Maybe she could be helped to see that what is past is past and that the past does not have to affect the future.

(e) You feel that you aren't good enough for her.

6. Male Student (with physical handicap). "I can't do the things that others do. I I can't play football or do anything, and I wish I were like my brothers. They have everything, and I have nothing. I know it's not their fault, but I want to do what they do."

(a) Since you can't participate in sports, I wonder if there aren't some other activities that you can take part in which you might enjoy.

(b) It is understandable why you might be jealous of your brothers. However, jealousy is a waste of time, so why don't you concentrate on getting involved in something that you like?

(c) To summarize, you are jealous of your brothers because they do things that you cannot do, but you feel guilty about being jealous since you know it isn't their fault.

(d) I'd like to know more about how you and your brothers relate to one another. Let's talk about some specific incidents.

(e) Is there a lot of conflict concerning the way you feel about your brothers? If there is conflict and if you feel both love and hate, this could cause some guilt feelings.

7. Male Student. "Three times I've changed my major. Everytime I thought, 'This is really the field for me.' Now I am sure it is business. I really like being a business major."

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(a) You <u>really</u> like this major.

(b) How does this compare to your other majors? Did you like them at first?

(c) Since you feel so good about majoring in business, maybe it is the field for you.

(d) Do you think it is significant that every time you feel the same way?

(e) Let's look at what you have just said. You talk about being a business major in a surface way. I am afraid you do not know what is really involved.

8. Female Student. "I just sit and stare at my friend. She isn't so pretty as I am, and she isn't all that intelligent or sweet. Yet she fools everyone. People never see through her; they just stand around and compliment her. She has everything I want--cheerleader, class officer, and now my boyfriend. When I confronted her, she pretended to be sorry."

(a) Has this happened before? Do you often meet this kind of person?

(b) You feel she has everything that should be yours, even your boyfriend.

(c) It seems to me that you see only the negative points. Your attitude toward her is not too good.

(d) You are envious of your friend. From your description she seems to be a very capable girl; it may be that you envy her because she is so capable.

(e) Why don't you watch her and then compete with her? I'll bet you could do the same things if you tried.

b. When a statement is made, you can respond in many different ways. The way you respond is neither

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good nor bad in itself. The best guideline is to make the response appropriate to the situation. It may be helpful if you are aware of some different kinds of responses.

In the preceding activity you were asked to choose one of five responses. These types of responses were:

E - Evaluative. A response which indicates the responder has made a judgment of relative goodness, appropriateness, effectiveness, rightness. He has in some way implied what the speaker might or ought to do.

I - Interpretive. A response which indicates the responder's intent is to teach, to impart meaning to the speaker, to show him. He has in some way implied what the speaker might or ought to think.

S - Supportive. A response which indicates the responder's intent is to reassure, to reduce the speaker's intensity of feeling, to pacify. He has in some way implied that the speaker need not feel as he does.

P - Probing. A response which indicates the responder's intent is to seek further information, provoke further discussion along a certain line, to query. He has in some way implied that the speaker ought or might profitably develop or discuss a point further.

U - Understanding. A response which indicates the responder's intent is to so respond as in effect to ask the speaker whether the responder understands correctly what the speaker is "saying," how the speaker "feels" about it, how it "strikes" the speaker, or how the speaker "sees" it.

c. Now use Part II of the answer sheet. Reread the preceding statements and responses, and classify

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each response. Mark E for Evaluative, I for Interpretive, P for Probing, S for Supportive, and U for Understanding.

d. After you have classified each response, go to Part III of the answer sheet. Examine your response pattern. Look at the responses you chose in Part I, and count how often you used each type of response.

After looking at your response pattern, consider these questions.

1. What type of response did you use most often?
2. What do your responses say about you as a responder?
3. Can you use more than one type of response?
4. Why does a teacher need to be able to respond in many different ways?

e. In this activity you are to practice using the five types of responses. Read the statements and write responses. Use Part IV of the answer sheet.

1. Male Student. "School seems hopeless. Everyone does O.K. but me. Maybe something is wrong with me, not the school (laughs)."
2. Female Student. "I am really worried about this friend of mine. She is failing all of her courses and wants to drop out of school and get a job. Her parents told her that if she drops out, she'll have to leave home. I'm afraid she'll quit school and run away. She's really messing up her life. I don't know what to do."

VII. POST-ASSESSMENT ACTIVITY:

Submit the answer sheet to the instructor. If you have classified sixty-percent of the responses correctly, the

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instructor will notify you that you have satisfactorily completed the module. If you have not classified sixty percent of the responses correctly, the instructor will suggest additional reading and/or activities.

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APPENDIX A

ANSWER SHEET
Communication: Listening and Responding

Part I

Read the eight statements and circle the response that is closest to what you would say to the person if you were attempting to build a good relationship with him.

1.	a	b	c	d	e
2.	a	b	c	d	e
3.	a	b	c	d	e
4.	a	b	c	d	e
5.	a	b	c	d	e
6.	a	b	c	d	e
7.	a	b	c	d	e
8.	a	b	c	d	e

Part II

Classify the responses to each of the eight Statements according to the five types. Mark E for Evaluative, I for Interpretive, P for Probing, S for Supportive, and U for Understanding.

Statement	a	b	c	d	e
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					

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Part III

Examine your response pattern. For each statement indicate which type of response you chose. Count how often you used each type of response.

Statement	E	I	P	S	U
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
TOTAL					

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Part IV

Read statement 1 and write a response for each category.

Evaluative Response:_____

_____

_____

Interpretive Response:_____

_____

_____

Probing Response:_____

_____

_____

Supportive Response:_____

_____

_____

Understanding Response:_____

_____

_____

Read statement 2 and write a response for each category.

Evaluative Response:_____

_____

_____

Interpretive Response:_____

_____

_____

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Probing Response:_____

_____

_____

Supportive Response:_____

_____

_____

Understanding Response:_____

_____

_____